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ABSTRACT

After the speaker, an elementary school principal, presents examples of what makes his school "humanistic"--open plan, emphasis on student choice, flexibility in learning/teaching styles--he presents some of the ways in which accountability is measured. Specifically, he discusses management by objectives and planning, programming, budgeting systems. Emphasis is placed on staff involvement in decision-making and on the presence of subjective objectives. Appendixes contain sample guidelines and pupil performance reporting forms. (IRT)

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HOW TO ACHIEVE ACCOUNTABILITY IN AN OPEN HUMANISTIC SCHOOL

PRESENTED AT
1976 NAESP CONVENTION
PRINCIPAL SPEAKS #18; HOLIDAY INN
SUNDAY, APRIL 25 at 1:30 -3:00

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EA 008 450

The title chosen for this presentation needs some explanation. "How to Achieve Accountability in an Open Humanistic School" at first blush, seemingly is an internal contradiction. The author's intent is to demonstrate that this is not the case. The last few years have witnessed two forces battling for the attention of educators across the country.

On one hand, there are the open/humanistic people--the crowd who lay claim to the "whole child." On the other hand there are those who parade the banners of accountability, behavioral objectives, PPBS, Management-By-Objectives, etc. This division is not new, but is clearly traceable historically at least to the 1600's with only the terminology varying.

A preoccupation with both camps has been the persistant "putting down" of the other's tenets, as well as educators who espouse these ideas. For instance, those concerned with open education are often classified as wild-eyed revolutionaries who only wear blue jeans, are overly permissive and telling children, "do your own thing." Whenever accountability or evaluation are discussed these educators reportedly only wish to talk about creativity or how little is known about how children learn.

Accountability proponents many times are catalogued as being very rigid, structured, tight-lipped flag wavers who beat kids and constantly cry "Back-to-Basics." They also want every instructional aim written in behavioral objectives with an arbitrary criterion of 80%.

It is the author's opinion that the aforementioned examples demonstrate the tendency we have in education to over generalize or stereotype. In the case of open education and accountability it's not an "either-or" situation. A good school isn't necessarily either all free and open and unstructured or all contained, structured and regimented. You can take the best of both.

Dealing with each of these issues in isolation, I am confident that those of you present today or any other such assembly of educators would endorse the importance of each concept. Asked simply if you believe that schools should be accountable, your answer would undoubtedly be in the affirmative. If you were questioned about whether or not schools should be humane, would you dare say "no"? I think not. The problem arises when educators are placed in a circumstance where a definite choice must be made. Frontline educators rarely have the luxury of pursuing only one line of thought which behooves them to pull together an eclectic approach. It also just makes sense to utilize the strengths of both open education and accountability.

An overview of Highland Park follows to give the members of the audience some background information and to substantiate that these two apparently alien forces can be happily married to produce a quality environment for learning.

Highland Park is one of the eighteen elementary schools of the South-Western City School District, a suburban district

located in the metropolitan area around Columbus, Ohio. The district extends over a large part of one county and into a second. It is one of the biggest in Ohio in terms of territory served. It is also the ninth largest system in Ohio with respect to its student enrollment of over 18,000.

The district has three comprehensive high schools, one technical-vocational high school, five middle schools, and as I have said, eighteen elementary schools. The organizational plan is grades K through 5 in the elementaries; 6, 7 and 8 in the middle schools and 9 through 12 in the high schools.

The system has been a leader in Ohio in offering special services and in developing innovative programs. South-Western City Schools has been designated a PACESETTER school system by the U.S. Office of Education. New courses of study are being introduced continuously as a result of this district's organization and emphasis, and as a result of the interest and activities of the staff.

It should be noted that South-Western City Schools is not a rich district. Many times educators assume that with all the various programs operating, the community must be heavily taxed. Such is, in fact, not the case. The district falls within the lower quarter of Central Ohio school systems in tax rates, state support and expenditures per child per year. Year in and year out, we average below the state average in per pupil expense, which in Ohio is not all that high.

Highland Park is an open space facility having been built in 1969. One elderly visitor who had gone to school in a one-room schoolhouse commented that, "the building isn't much different than my old school, although the room is larger and fancier. And the kids seem more interested in learning."

The majority of the program is housed on one large open instructional area. Presently, there are nine classes, composed of second through fifth grades. Originally the building's architect had figured on 12 classes and 360 pupils in this same space. However, architects figure in terms of square feet and children simply don't stay in their square footage all day. I think the architect must have counted so many students in each of the restrooms at all times. A quick tour of the building indicates that every available space is utilized to support the educational program.

The first few years in the building, teachers made walls with moveable chalk and bulletin boards. There were two basic reasons for this action, the first being that the teachers were accustomed to having walls around them. The second reason was, that they were establishing territorial or squatters' rights, in essence saying "This is my area." Now there are no permanent boundaries between classes, although for the most part children work in their own areas, except when getting permission to work elsewhere.

In the center of this open area is the ERC. ERC means educational resource center. Two years ago it was called an IMC -

instructional materials center. The year before that it was labeled a learning center. If you still don't know what I'm talking about, a long time ago we called it a library. Personally, I detest such educational jargon and would prefer to call it a library. I think it would be easier to understand, particularly by the public.

Our overall approach to children can be summed up with the following statement: "Childhood and school are not just preparations for life; to a child, childhood, including school is his or her life. Children are unable to project into the future."

We have visitors coming to Highland Park probably four out of every five days of the week and one question which they nearly always want to know is, "What kind of school do you have?" They have heard something about our school, but they want us to give them a label. I'm always tempted to answer this query with a wisecrack like, "We used to be regular, but now we're premium high test." This response has never been used because fancy labeling has become nearly a cultural necessity and the question is asked in all good faith.

Anyway, not having an appropriate reply, I did what any good principal does when he or she is stuck, I asked the staff. Until then we had very carelessly thrown around terms such as; British Primary School, British Infant School, open classroom, open education, integrated day, untimetabled day, free day, informal education, etc. After lengthy discussion and debate we agreed upon a label. We

decided to call what we were doing "School". Then visitors or anyone else could attach their own modifiers. Many have done so, with some of the adjectives being positive and some not so pleasant, but I won't go into that.

Our staff believes that elementary school children are pragmatic creatures. They like to see a practical purpose for some of their learning. For this reason, the lines between different subject matter areas are blurred and overlap one another. Consequently, the teaching of skills is not necessarily noticeable, as skills are brought in at the service of other work when the child is ready developmentally.

Nevertheless, the basic education which a child receives at Highland Park is not all that much different than would be obtained in a "traditional" school. "Reading, 'riting', and 'rithmetic'" are still fundamental. Children here do, however, have the added ingredient of choice. In fact, making choices and working independently is an important part of learning. The over-riding curriculum objective is to help children become literate, thinking and caring individuals.

To illustrate our teaching-learning style let me tell you of a recent classroom event which began with a first grader bringing a grasshopper to school. Those of you familiar with primary children know that they are bringing or sometimes dragging things to school. They love to share such items, given the opportunity.

On this occassion as the teacher was helping another child water a plant, the child with the grasshopper thrust out his hand practically

under her nose. She was delighted with his "find" and extended this child's interest into a whole course of study for two weeks which gradually involved the rest of the class. She began by talking with the two children beside her about how they could care for the grasshopper, just as they were caring for their plants. As other children entered the class, they were drawn to the lively discussion around the teacher and the grasshopper. Building upon the interest of a half-dozen pupils, the teacher began her "unit" on grasshoppers.

The grasshopper soon had a cage constructed from milk cartons hung from the ceiling. The children and teacher collected and read books about grasshoppers. They wrote stories, drew pictures, took surveys, wrote books, and made clay figures--all having to do with grasshoppers.

Soon other grasshoppers began arriving and more cages were made. Then someone came up with the idea of holding a grasshopper race. The origin of the idea and the resulting sophistication in preparation for the race itself can be partially explained by telling you that there are race tracks on either side of Grove City. After the idea was voted upon by the class, it was decided that a track had to be created. They built stables, a grandstand, a ticket booth, refreshment areas, an infield and the track itself. The class held tryouts for the announcer and for the official starter.

One girl proposed that the class sell tickets ". . . just like Scioto Downs," to others around the school. Both tickets and money were produced on the ditto machine by the end of the day. The ticket sellers were

taught the math skills necessary to make change. Originally, when asked by a first grader if I would like to attend a grasshopper race by purchasing a ticket for $1.75, I thought about it twice. He quickly reassured me by pressing some of their "ditto money" into my palm, telling me I could pay with that. He gave me a ticket and counted out the correct change. And like a professional loan shark, he demanded that I return all the money he had loaned me, since I didn't need it anyway. Of course he was right. That reminds me of reading about a principal who was arrested for spending money which he had run off on a mimeograph machine.

The day of the race finally arrived and I was elected to judge who won. Everyone had a role to play and the track procedures were rather realistic. The only problem was--I don't know how many of you have ever seen a grasshopper race before, but I don't think many of the grasshoppers had. They didn't know what to do. Upon the starter's command the grasshoppers were released and - you guessed it - they went everywhere. There were a few crickets who snuck in also. Well, it was quite a scene. However, after disqualifying nearly all the "hoppers" for leaving the track, one emerged as the winner.

Then there arose a disagreement concerning who owned the winning entry. Now it's kind of hard to tell grasshoppers apart and being the judge, it was my job to resolve the dispute. A quicker mind would have copied the Biblical tale of King Solomon's settling a dispute over a child, by offering to cut the grasshopper in two giving each child a half.

But instead a fly was named as winner which for some reason was acceptable to the children.

Later the children as a class developed a mural and corresponding language experience charts which were read aloud and reread for weeks. Children included words like grasshopper, race track, announcer, tickets, grandstand, etc. in their various writings, none of which would be included in a first grade reader with a controlled vocabulary. These words were powerful for the children because they had grown out of an authentic experience.

The real point of the grasshopper story is that the academic subjects and skills evolved from the interests of children, rather than starting with the subject and then attempting to stimulate their interest.

As educators we seek to entice, fascinate and encourage children to examine the core of matters. We want them to listen more closely, observe more carefully, think more critically, taste more discriminately, and touch more sensitively.

In essence, we're saying - along with Montessori, Dewey, Piaget, Bruner, and others - that it's a waste of time to tell a child something which he cannot experience with his senses. A child's mind is neither a tape recorder nor a camera.

To further emphasize the point that we truly are open and humanistic and that I'm not just feeding you some glittering generalities, let me quickly give you a few more of our characteristics. Recess is optional for students, they may stay in and continue working if

they like. Many choose tc do so. Glasser-type class meetings are held twice a day, generally with the one at the end of the school day being an evaluation session. The children talk about what they learned that day and what they will do better the next. A child may share a story, another a painting and the others will critique them both. Cheating is not necessary and students are free to help one another, except during curriculum assessment. We have no bus duty, are moving to eliminate cafeteria duty, and children don't generally have to line up to march through the building. Children are free to talk and move at will within the limits of common courtesy, the teacher's instructions and what their past behavior warrants. Older students often volunteer on their own to give up their recesses to work with younger children. We have multi-age K/1 classes and next year we will also have five 2/3 classes. Our fine arts program is integrated using multi-age mini-courses and each class has the fine arts teacher scheduled in their area for 30 minutes a week as a resource person.

I could go on, however, my purpose is not to tell you how great our program is. We already know that. But what I want to show is that it is possible to have a successful open humanistic program and also be accountable. I should add that before some of you panic about some of the items I mentioned like the elimination of cafeteria supervision - it has taken us seven years with a big push for the last four to get where we are with lots of planning. We have had some people come to our school on Friday afternoon, try to fully implement such ideas in their school Monday morning and then wonder why they fail.

The Highland Park Instructional Model (see Appendix A) was developed to represent our program. For the past several years we have been involved in a project at Ohio State University preparing informal teachers. Our staff felt guilty because they were not teaching everything informally - some subjects and skills were isolated. We decided that creating such a model would ease our guilt.

The instructional model displays our three teaching styles: (1) interest projects or centers which would be labeled open or informal education, (2) focal units where subjects and skills are integrated, and (3) separate subject skills. All approaches are interrelated and do not operate like a tracking system.

Some people need a visual means of understanding an open classroom, therefore making a model is one means of providing accountability. All that is needed is the ability to do two things. First, the educator needs to know what his or her program is all about. The second needed talent is being able to draw squares and make arrows. That's all it takes.

Systems analysts and others may approve of informal instruction once they see it explained in a familiar format. One gentleman, becoming acquainted with this model, compared it to a PERT chart. Well, it is not really a PERT chart, but he was then sold on our program. Up to that point he had a lot of questions, however, as soon as he saw the program spelled out in those little boxes with arrows, he became a supporter.

Systematic management and procedures like PERT need to be placed in proper perspective. PERT stands for Program Evaluation Review Technique which was originally developed and popularized at Lockheed. Lockheed is the aircraft corporation who went on governmental welfare because they spent so much money bribing foreign officials.

In education there are many advocates for using various systems to manage schools in a more results oriented fashion. This speaker would caution that while it's a good direction in which to go and seemingly makes so much sense, educators should proceed slowly, thereby not creating another Lockheed.

If members of the audience have doubts concerning the need for caution, these classified ads from recent issues of Saturday Review serve as humorous evidence:

> COMPUTER ERROR has resulted in 17,000 tuning forks that vibrate at frequencies inaudible to the human ear. What am I offered?*
>
> A COMPUTER ERROR has resulted in 285,624 Idaho license plates, numbers reversed, ideal as a conversation piece, trivet. Bids to Idaho Board of Corrections.**
>
> UNFORTUNATE COMPUTER ERROR HAS RESULTED in 16,000 dozen Chinese fortune-cookies being stuffed with strips containing air raid emergency instructions. Bids welcome.***

There is no business or industry that has objectives as difficult to achieve as educational objectives. Compared to teaching

*Classified Ads. Saturday Review (Saturday Review/World, Inc., 488 Madison Avenue, New York, N.Y.) January 10, 1976, p.68
**Classified Ads. Saturday Review (Saturday Review/World, Inc., 488 Madison Avenue, New York, N.Y.) April 17, 1976, p.59
***Classified Ads. Saturday Review (Saturday Review/World, Inc., 488 Madison Avenue, New York, N.Y.) November 29, 1975, p.60

a child how to read, building an automobile is a cakewalk. The analogy of business practices as applied to education is incomplete as it fails to equate the amounts of money spent. Education could be more accountable if proportionally increased funds could be used for that purpose. However, educators should not utilize such apparent differences for promoting excuses designed to refute accountability in any form whatsoever.

The cry for accountability in our school programs is partially responsible for the hastening importation of systems approaches such as MBO, PPBS, PERT, DEPS, etc.*

Upon asking a bright fourth grader what she thought accountability was, she told me that she thought it would be the ability to count, which is just about what it is. Management-By-Objectives or Planning-Programming-Budgeting-Systems are means for developing within our schools the capacity for keeping score on our results. The score can be communicated to others, used for self-appraisal, or both, depending upon the organization's purpose in utilizing such a model.

MBO is the acronym for Management-By-Objectives. It could just as easily be called Management Objectives, but then MO has no semantic impact. The term management may seem antithetical to educators, but MBO was initiated as a business-industry technique to increase effectiveness. The important letters are the B and the O for the main idea is by objectives, however, BO is too easy a target for punsters and

*These formations of capital letters come directly from business and industry as they have their own Alphabet Soup Freaks who like to play the Letter Game.

critics. Can you picture a superintendent telling his staff that they needed to improve their BO or telling his school board that his BO was increasing? Actually, programming by objectives would be a more accurate phrase than MBO, although it makes little difference if we agree upon the meaning.

Perhaps the best definition for Management-By-Objectives has been given by George Odiorne, who states that MBO is:

> A process whereby the superior and subordinate managers of an enterprise jointly, identify its common goals, define each individual's major areas of responsibility in terms of the results expected of him, and use these measures as guides for operating the unit and assessing the contribution of each of its members.*

As educators, we would probably wish to include other staff in this MBO procedure than simply "managers".

The specific purposes, goals, procedures, forms, language, etc. for MBO need to be determined at the implementation level. The effectiveness of implementing management-by-objectives in your district will be greatly enhanced if you and your staff generate the format, rather than attempting to copy someone else's model. It is important, however, that the essential elements as given in the definition are incorporated.

As Odiorne indicated MBO:

(1) is a process - not a product,

(2) is a joint decision-making process,

(3) identifies the organization's common goals,

*Odiorne, George. Management By Objectives (New York: Pitman Publishing Corporation, 1965)

(4) defines each individual's responsibility and expected results,

(5) uses measurements for guiding the organization and

(6) assesses the contributions of each member.

Everyone works as a team in the task of educating children at Highland Park. Over and above job descriptions, both certificated and classified personnel have personal goals and objectives for each school year. Teachers develop goals and objectives in four areas: Classroom Instruction, Interpersonal Relationships with Pupils, Relations with Parents and Community, and Professional Participation. Classified personnel write goals and objectives as follows: My Position as _____, Relations with Pupils and Relations with Staff. Some classified personnel, such as the secretary, have goals for Relations with Parents. Thus, we all share in the success or failure of our program.

If principals are to expect others to have goals and objectives, they must have some of their own. Among my objectives (see Appendix A) are items* such as:

.Spending at least 60 percent of my time with students and teachers, with an occassional log to be kept to serve as evidence.

.Keeping updated on what is happening in each class by walking through each area and talking with students and teachers.

.Being evaluated by the teaching staff on an objective to work with teachers on curriculum, teaching techniques, establishing

*The actual objectives are only slightly more detailed than what appears here.

a climate of professionalism and cooperation, creating a relaxed atmosphere, and getting or giving teachers the recognition they deserve.

.Creating an open door atmosphere such that children and teachers will use my office on a continuing basis for a time out place, a quiet study area, a place for displaying work and a place to share and get help.

Some misconceptions typically exist concerning PPBS and MBO, which should be clarified before progressing any further. PPBS is an acronym for Program-Planning-Budgeting System. Both PPBS and MBO begin with and emphasize measurable objectives. PPBS holdsprominent the financial aspects of management which are not critical for utilization of MBO. Management directed toward defined outcomes are employed in both systems. MBO facilitates the effectiveness of PPBS and consequently is often labeled as a subset of PPBS. These two systems can be implemented together to promote a more productive and accountable school system. Of course, another sirilarity between MBO and PPBS is that critics often capitalize on the last two letters in both systems to make derogatory puns.

Total accountability within a school system cannot be achieved by merely announcing that PPBS or MBO will be implemented next year. Such an administrative fiat leads only to a rearranged budget or new terminology - not accountability or improved instruction. The experience of South-Western City Schools - Ohio's ninth largest district

with over 18,000 students in 26 schools - would indicate that at least five years are necessary.

In South-Western's approach to PPBS the annual budget process begins with the needs of the children in the classroom, rather than being a system which merely parcels out whatever funds may be thought to be available. Our Planning, Programming, Budgeting, System places the emphasis where it rightly belongs and is not merely an accounting tool.

Highland Park was the first school in our district to convert our entire operation to the PPBS model. It should be thoroughly emphasized that the total staff was involved in this procedure from start to finish and the total staff assigned the priorities to the alternatives proposed and the final conclusions were based upon that staff activity.

Our PPBS document includes a goal and three objectives for each subject at each grade level. The first objective describes the desired academic cognitive outcome for students, the second deals with curricular integration, and the third indicates the affective intent. The last two objectives are generally of a subjective nature.

One idea which educators need to recognize is that for some goals and objectives the evaluation can be subjective. In fact, educators ought to be subjective, it's not worth making some objectives all that objective. We have or should have more important tasks on our agendas than wording, rewording and assessing minute objectives which in isolation are meaningless. The concept of subjective assessment holds

true for personal, building, PPBS and instructional goals and objectives.

The progress and growth of Highland Park children is our highest concern and to this end we have created a system of curriculum assessment in mathematics, science and map and globe skills stressing application with concrete materials. Three assessment aides and a student intern manage the majority of the aforementioned testing, as well as language arts, reading, spelling and library skills. We have also created a comprehensive K-5 program for creative writing and other forms of composition combined with the study of literary forms which are collected and analyzed. Furthermore, all curricular elements of our program are subjectively assessed.

In each of our various curriculum assessment endeavors, we have an individual record for every student which is also organized into class and building profiles (see Appendix). The collection of such data over the last several years has enabled us to formulate localized achievement norms. Current achievement levels can be compared with these norms from our own population. The differences in any numbers, however, by themselves provide little explanation. All they actually should do is provide a starting point for what kinds of questions could be asked about student achievement. Reasons for decreased results in the area of mathematical measurement may be inadequate materials, lack of prior experience, more time spent in other areas, poor teaching, etc.

Other nontraditional forms of accountability include information and research provided to all parents, test results and attendance and discipline records; media coverage and winning other recognition; demonstrations, displays, and open houses to show what's going on at Highland Park; and the "come on in" process. When someone calls and says, "I heard your school is chaotic" I just tell them, "come on in" and observe for yourself. Of course, if it is chaotic, you're in trouble.

One thought which needs to be kept in mind is that the ultimate goal is not quality behavioral objectives, MBO's, PPBS's, etc.; but rather quality schooling for youngsters. An improved humanistic educational program should be the aim, rather than a technically perfect sophisticated management system, although the two ideas are not necessarily exclusive.

My feelings about today's joint topic can perhaps best be summed up referring to Sir Alec Clegg, a Chief Education Officer in England. When questioned about statistics showing the student achievement he answered by replying:

> "Here are the statistics," as he began to show the contents: extraordinary samples of paintings, drawings, collages, embroideries, stories, poems, graphs and essays produced by students in his district.
>
> He goes on by cautioning that: "All these things are the by-products; the children are the products!"

While our statistics demonstrate that we have a successful program they only convey a small portion of what we consider our success to be. Mere numbers do not possess the capacity to reveal the real learning that results in quality items made by children - those "by-products." The happy glow on the faces of caring, thinking children who love learning is the true evaluation of Highland Park and its "product."

APPENDIX A

HOW TO ACHIEVE ACCOUNTABILITY IN AN
OPEN HUMANISTIC SCHOOL
1976 NAESP CONVENTION
PRINCIPAL SPEAKS #18; HOLIDAY INN, BALLROOM C
SUNDAY, APRIL 25 at 1:30-3:00

DR. ARTHUR STELLER, PRINCIPAL
HIGHLAND PARK ELEMENTARY SCHOOL
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FORMAT

Overview of Highland Park

Instructional Model

Systematic Management

- Management By Objectives (MBO)
- Program Planning budgeting System (PPbS)
- Curriculum Assessment
- Recordkeeping/Reporting to Parents - Accountability

Humanistic Education and Accountability: Guidelines

Dr. Martin Stahl, Superintendent
South-Western City School District
465 Kingston Avenue
Grove City, Ohio 43123
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DISTRICT GOAL II

Provide Quality Instruction For Each Child

DISTRICT OBJECTIVE I

Each Teacher Shall Work Toward Providing Warm Orderly School Experiences

BUILDING GOAL 2

A 1975-76 building goal at Highland Park is for children to exhibit behavior which indicates a respect for their own property and the property of others.

BUILDING OBJECTIVES

(1) Given a variety of experiences in which feelings are explored (e.g. role playing, BASICS feelings discussions, movies, stories conducive to exploring feelings of characters), there will be fewer unclaimed lost and found items around the school as the year progresses as judged by the principal.

(2) Children will be seen actively picking up scraps in the hall, straightening their own displays, helping others to repair displays and being accountable for materials as determined by the principal in conjunction with the staff.

(3) By the end of the year, the children will be able to clean up the area in which they eat lunch, and dismiss themselves with little or no supervision, the evidence of achievement being judged by the teachers on duty in the cafeteria in conjunction with the custodian. (idea: an unwanted food table)

(4) At the beginning of the school year a procedure will be developed by the staff for encouraging clean restrooms throughout the year. (Possible suggestions: increasing additional recess time throughout the year for accumulated days of clean restrooms as determined by restroom checkers.) Objective attainment will be determined by cleaner restrooms as judged by the night custodian.

BUILDING GOAL 3

A 1975-76 building goal at Highland Park is to implement techniques using the concept of "the self-fulfilling prophecy."

BUILDING OBJECTIVES

(1) A display case for children's work will be built and placed in a conspicuous place in the building called the Hall of Fame. The staff will determine the specific uses but the overall use will be to give building-wide recognition for students who deserve recognition for outstanding work and/or model behavior. Objective attainment will be assessed by the existence of the show case and the displays being changed frequently as judged by the principal.

(2) Each teacher will select at least one child in the class that is judged to be working below potential and for having a poor self-concept. The teacher will emphasize positive reinforcement techniques such as praise for good work, redirecting inappropriate behavior, writing positive notes, both to the child and to the parents, showing an interest in his ideas, displaying his work in the classroom and in the Hall of Fame, and providing external reward such as helping a teacher or other children. In addition to positive reinforcement, the teachers will express expectations for the child that is above his/her present level of achievement. Early in December, the teachers will meet to share the results of this work with selected children. The value of this approach will be discussed and subjectively evaluated by the staff at this time.

DISTRICT GOAL III

Provide Leadership To Bring About The Implementation Of District Goals

DISTRICT OBJECTIVE I

Each Principal Will Demonstrate His Leadership Ability By Designing Educational Experiences In His Building So That The Goals And Objectives Of The District Are Met

BUILDING GOAL

The 1975-76 building goal at Highland Park related to the district objective is that the principal will provide eduational leadership.

BUILDING OBJECTIVE(S)

(1) The principal will again attempt to divide his time as follows: one-fifth for attending meetings, paper work, etc; one-fifth for parents, visitors, others; and three-fifths for students and teachers. A log will occassionally be kept to serve as evidence.

(2) The principal will provide sufficient assistance leading to the achievement of the goals and objectives of South-Western, Highland Park, every staff member and every student (although all of these goals and objectives may not be written). He will also perform those tasks identified in the building or personal goals as being assigned to the principal. The nature of this objective is such that its evaluation will be informal and subjective, although if the majority of objectives which are written down for other Highland Park personnel are achieved, this objective will be accomplished.

(3) The principal will attempt to keep updated on what is happening in each class by walking through each area and talking with students and teacher at least three times per week. The principal will be able to recall the general operation and specific examples of each class (on a weekly basis) if asked.

(4) The principal will be able to refer to at least 25 students in each class by name by January. The evidence of this action will be readily apparent to pupils, teachers, parents and others and as such will be assessed by their casual observation.

(5) The principal will assume the position of safety patrol coordinator and give them specific initial training, continuous training and assessment, and appropriate rewards for their services. The training will be such that the patrols will be able to fulfill their duties without substantial miscue. Adult complaints about the patrol will be reduced to five per year with student complaints numbering less than one per week.

(6) The principal will work with teachers on curriculum, teaching techniques, establishing a climate of professionalism and cooperation, creating a relaxed atmosphere, and getting or giving teachers the recognition they deserve. The teaching staff will evaluate this objective.

(7) The principal will create an open door atmosphere such that children and teachers will utilize his office (the facility) on a continuing basis for a "time-out" place, a quiet study area, a place for displaying work, a place to share and get help, etc. Anyone viewing the office should be able to tell that it is used by children from the mere appearance of the room and the fact that on any given occasion a number of pupils could be found visiting this room.

SAMPLE OF A TEACHER'S GOALS

1. CLASSROOM INSTRUCTION

*Ultimate Goal I:

My goal is to establish "open education" whereby students learn in an individualized manner according to their needs, interests, and abilities.

*Immediate Goal I:

My goal is to create by Sept. 1975, learning/interest centers for math and creative writing which will be exemplary models.

Objective I:

I will determine the desired components of these two centers through reading, observation and discussion. Before actual implementation I will discuss my ideas with the staff development teacher and/or principal who will subsequently evaluate my knowledge regarding necessary components.

Objective II:

I will gather ("beg-borrow-steal" - order) materials and resources in creating these centers. The centers themselves will serve as evidence of achievement.

Objective III:

After using the center for awhile I will have the students evaluate the center and its materials both formally and informally. The students' reactions will serve as evidence of accomplishment of this objective as well as indicating possible revisions.

Objective IV:

I will evaluate these centers and their utilization in conjunction with an outside observer. We will look at such things as appearance, variety of materials, quality of resources, appropriations, durability, labeling, accessibility, pluses for cleanup, etc. Modification of the centers will serve as evidence of achievement.

Objective V:

I will have created by September, 1975, exemplary model centers for creative writing and math. This objective will be evaluated by myself in conjunction with the staff development teacher and/or principal.

INTERPERSONAL RELATIONSHIPS WITH PUPILS

Goal II:

My goal is to know as much as possible about each student as an individual, including non-academic characteristics.

Objective I:

I will choose one child per week and learn as much as possible about him or her. I will prepare a means of recording activities I have engaged in that week to learn about the child with some way of indicating my success. The recordkeeping itself will serve as evidence of achievement particularly that one child has been attended to each week.

INTERPERSONAL RELATIONSHIPS WITH PARENTS AND COMMUNITY

Goal III:

My goal is to facilitate two-way communication and rapport with the pupils' parents leading to benefits for the child both at school and home.

Possibilities

face-to-face conference with all next year's students by the end of December, 1975
crayon notes
at least 1 home visitation per family next year (before school)
classroom newsletter-kids put together
telephone calls - positive
inviting parents to participate (picnic, play, mini-fair, etc.)
find out parents' hobbies

PROFESSIONAL PARTICIPATION

Goal IV:
My goal is to become increasingly knowledgeable regarding open education, particularly active classroom implementation.

Possible Ideas
read literature (pro library-staff members, - library in reading center)
talk to other staff
talk to other open educators
take courses if available
attend workshops
view films on open (O.S.U.)
visitations to other buildings
reading list from Art - cards from Art - magazine articles from Art

Goal V:
My goal is to further my professional growth through course work at Ohio State leading to a masters degree.

Objective I:
I will complete my masters degree in education and graduate in December, 1976, with a 3.5 grade average. The degree itself and my grade point average will serve as completion of this objective.

_____
Teacher's Signature

_____
Principal's Signature

_____
Staff Development Teacher's Signature

Date_____

SAMPLE PPBS STUDENT OUTCOMES

Subject Reading Grade 3

Program Goals and Objectives for Student's Outcomes

Goal: To decrease the number of children reading below grade level and to maintain or improve the reading achievement of those on and above grade level.

Objective I:
By the end of the 1976-77 school year there will be an average achievement advancement of at least 3 levels, and at least 2 levels for those children who enter below grade level, for students in grade 3 in the Systems Reading Program as evaluated by end-of-level tests.

Objective II:
Throughout the school year, students in grade 3 will increase (1) the amount of curricular integrations in their projects and unit work as evaluated by a collection of interest project sheets or webs; and (2) the quality of this integration as subjectively assessed by the Highland Park Staff.

Objective III:
Throughout the school year, students in grade 3 will exhibit approach responses in regards to reading. This subjective evaluation will be accomplished by the teacher through the use of some of these examples:

Approach
Children choosing reading for choice activity.
Children asking to read to others.
Children making comments about their liking reading.

Subject Math Grade 2

Program Goals and Objectives for Student's Outcomes

Goal:
To provide a variety of experiences in measurement and to facilitate the integration of consumer objectives in other curricular areas.

Objective I:
At the beginning of 1976-77 school year each child will be assessed in consumer goals and at the end of the school year 50% of the 2nd graders will have completed the 2nd grade skills as evaluated by math assessment.

Objective II:
Throughout the school year, students in grade 2 will increase (1) the amount of curricular integration in their projects and unit work as evaluated by a collection of project sheets; and (2) the quality of this integration as subjectively assessed by the Highland Park staff.

Objective III:
Throughout the school year, students in grade 2 will exhibit approach responses in regards to math. This subjective evaluation will be accomplished by the teacher through the use of some of these examples:

Approach
1. Students frequently choose to participate in math activities.
2. Students will use a variety of math activities as extended activities for their projects.

Subject Path 1 Grade 5

Program Goals and Objectives for Student's Outcomes

Goal:

To increase the students' abilities to work independently successfully--to plan, carry out and follow through with projects and unit work.

Objective I:

By the end of 1976-77 school year, each child in grade 5 will be able to independently plan, carry out and follow-through with a project or unit-related work as evaluated by observations of the classroom teacher throughout the process and the quality of the completed project.

Objective 2:

Throughout the school year students in grade 5 will increase (1) the amount of curricular integration of music, physical education and math (with the exception of graphing) in their projects and unit work as evaluated by their webs and project sheets; and (2) the quality of their integration as subjectively assessed by the Highland Park staff.

Objective 3:

Throughout the school year, students in grade 5 will exhibit absence of avoidance responses in regards to working independently. This subjective evaluation will be accomplished by the teacher through the use of some of these examples:

Avoidance

Asking for directions when already clearly stated.
Asking other students to do the work for them.
Not being able to solve minor problems that students encounter.

Subject Path 1 Grade 2

Goal:

To increase the quality of work, extend the topic studied and ensure the completion of work through growth in self-evaluation.

Objective I:

By the end of the 1976-77 school year there will be an increase in the quality of children's work and the number of completed projects for students in grade 2 in Path 1 as evaluated by a file of children's work project sheets which will demonstrate the degree to which each child is participating in self-evaluation of his own work.

Objective 2:

Throughout the school year, students in grade 2 will increase (1) the amount of curricular integration in their projects and unit work as evaluated by children being able to include in their webs at least one activity in each curriculum area by the end of the year; and (2) the quality of this integration as subjectively assessed by the Highland Park staff.

Objective 3:

Throughout the school year, students in grade 2 will exhibit approach responses in regards to Path 1. This subjective evaluation will be accomplished by the teacher through the use of some of these examples:

Approach

Increase the number of completed projects.
Children request to do projects.
Children ask to share their projects with other people.

SAMPLE OF A COMBINATION BUILDING RECORD AND REPORT TO PARENTS

Code: S = Satisfactory Progress
N = Needs Additional Experience

HIGHLAND PARK ELEMENTARY SCHOOL
2525 Hoover Road
Grove City, Ohio 43123
Telephone: 875-1025

MAP AND GLOBE PROGRESS LETTER

NAME_____ TEACHER_____ DATE_____

1. What Is A Globe?

1) Students will define a globe as a model of the earth.	
2) Students will differentiate between land and water areas on a globe.	
3) Students will recognize on a globe the printed names of major water bodies, continents, and countries.	
4) The student will learn that the large masses of land on the globe are continents and that the continent on which he lives is North America.	
*5) The student will learn that the United States is a part of the continent of North America and is a country.	

Comments:

SAMPLE PPBS RETRIEVAL CHART FOR STUDENT OUTCOMES

SYSTEMS LEVEL PLACEMENT IN READING, DECEMBER 1, 1975

	0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	Total
C-K	16																						16
C-1		16																					16
B-K	5	9																					14
B-1		12	6																				18
W-K	8	7																					15
W-1	5	3	9	2																			19
MC-K	10	4	1																				15
MC-1	1	11	6																				18
S-2		1	7	4	13																		25
C-2			9	9	9																		27
K-2				1	5		3																9
K-3					4		3	1	3	1	4			1									17
BB-3				2	2		2	7	3	4	2	2	1										25
B-3			1	2					6	9	5												23
A-4									1		1		5	4	5	3	3		2	2			28
Mc-4					1		2	1	2	3	1	1	2		3	3	1	4					24
S-4							1			1		1		2		2		2			1		10
S-5								1			2			2		3	3		1		2	1	15
Mc-5									1	2		3		2	4	2	1		7		1	2	25
C-5											3	4		1	3	3		4	2		3	2	25
BL-EMR	13																						13
Total	58	63	39	20	34		11	10	16	20	18	11	8	12	15	16	8	10	12	2	7	5	395

SAMPLE OF A BUILDING RECORD FOR COMPOSITION

INDIVIDUAL COMPOSITION RECORD

HIGHLAND PARK ELEMENTARY
SOUTH-WESTERN CITY SCHOOLS

STUDENT _____ TEACHER _____ YEAR _____

FORMS	PROCESS OF COMPOSITION				
	Pre-Writing (and Thinking)	Writing	Revising	Proofreading	Product
Autobiography					
Biography					
Books					
Correspondence					
Descriptions					
Dialogue					
Essay					
Fantasy					
Fiction					
History and Chronicle					
News Writing					
One-Liners					
Poetry					
Reviews and Critiques					
Recordkeeping					
Reports					
Stories					

Ranking Scale: 1 (Beginning) 2 3 4 5 (Advanced)

KIRKLAND PARK
INSTRUCTIONAL MODEL
(CONTINUOUS ASSESSMENT)
IMPLEMENTATION PHASE
Curricular Goals and Objectives
Entry Level Testing
Implementation Goals and Objectives
Path 1
Path 2
Path 3
Pre-Test
Post-Test
Interest Projects and Centers
Variety of materials and resources on different topics and levels
Focal Unit (integration)
Variety of materials and resources on different levels about one topic
Separate subject matter skills
Variety of materials and resources on different levels in one subject area
Spontaneous Choice
Individual
Small Group
Planned Choice
Identify Specific Content & Process Obj.
Select among alternatives with pre-determined objectives
Learning Activities
Teacher Planned Goals & Obj.
Pupil-Teacher Planned (Determine Goals & Obj.)
Total Group
Small Group
Identify Further Goals & Obj.)
Pupil-Teacher Planned (Identify Further Goals & Obj.)
Teacher Planned Goals & Obj.
Pupil-Teacher Planned (Identify Add. Obj.)
Individual
Evaluation of Implementation Goals and Objectives
Formative Evaluation of Curricular Goals and Objectives
Revision - Refining

APPENDIX B

PUPIL PROGRESS REPORTING
1976 NAESP CONVENTION

CONSULTANT CENTER, CONVENTION CENTER
SATURDAY, SUNDAY AND MONDAY - APRIL 24, 25, 26
11:00 till 1:00

Consultant
DR. ARTHUR STELLER, PRINCIPAL
HIGHLAND PARK ELEMENTARY SCHOOL
2525 Hoover Road
Grove City, Ohio 43123
614 875-1025

District
DR. MARTIN STAHL, SUPERINTENDENT
SOUTH-WESTERN CITY SCHOOL DISTRICT
465 Kingston Avenue
Grove City, Ohio 43123
614 875-2318

SAMPLE POLICY ON REPORTING PUPIL PROGRESS

REPORTING PUPIL PROGRESS

1. When: Four times a year, every nine weeks.

2. What subjects need to be reported:

   Language Arts
   Mathematics
   Science
   Health
   Social Studies
   Fine Arts (Art, Music and Physical Education)
   (Social Development)--need not be formally reported every time.

3. The language arts and mathematics checklists should not be sent home at the same time as the other checklists. The reasons being that all together it would be too long.

4. Copies of only the last progress checklist (or letter) in any one area are made for cumulative records or any other ones which in the teacher's opinion are significant. Teachers may want to retain copies of something they've written, particularly comments.

5. Each teacher completes the block form attached by filling in the names of her students.

6. Teachers inform the assessment aides in language arts and mathematics about two weeks ahead of time what students they would like to report on in these areas. The aides then pull the information off the continuous assessment record of each student.

7. The teachers inform the secretary ahead of time those parents with whom she would like to have conferences so they can be scheduled. This particularly applies to parent conference days.

8. Teachers are encouraged to send the results of Systems reading, map and globe, math, language arts and other leveled skill areas home immediately following completion of a level. The student's motivation is highest then and parental feedback is most important.

9. In addition to formal reporting, each teacher calls parents, writes notes, sends out newsletters, and talks with parents informally throughout the school year. Parents also initiate contact with teachers whenever they have a question.

SAMPLE FORM FOR RECORDING THE REPORTING OF PUPIL PROGRESS

Teacher_____

REPORTING PUPIL PROGRESS DURING YEAR

Reporting period	Other Checklists	Language Arts Checklist	Mathematics Checklists	Conferences (with something written)	Progress "letters"	Folder of Student's Work
First:						
Second:						
Third:						
Fourth:						
Total Pupils						
	Each child should receive this checklist at least <u>once</u>.	Each child should receive this checklist at least <u>twice</u>.	Each child should receive this checklist at least <u>twice</u>.	Each child's parents should have at least one conference.		

SAMPLE OF A COMBINATION BUILDING RECORD AND REPORT TO PARENTS

Name_____ Teacher_____ Date_____

Highland Park Elementary School
South-Western City Schools
Grove City, Ohio 43123
Telephone: 875-1025

READING PROGRESS CHECKLIST

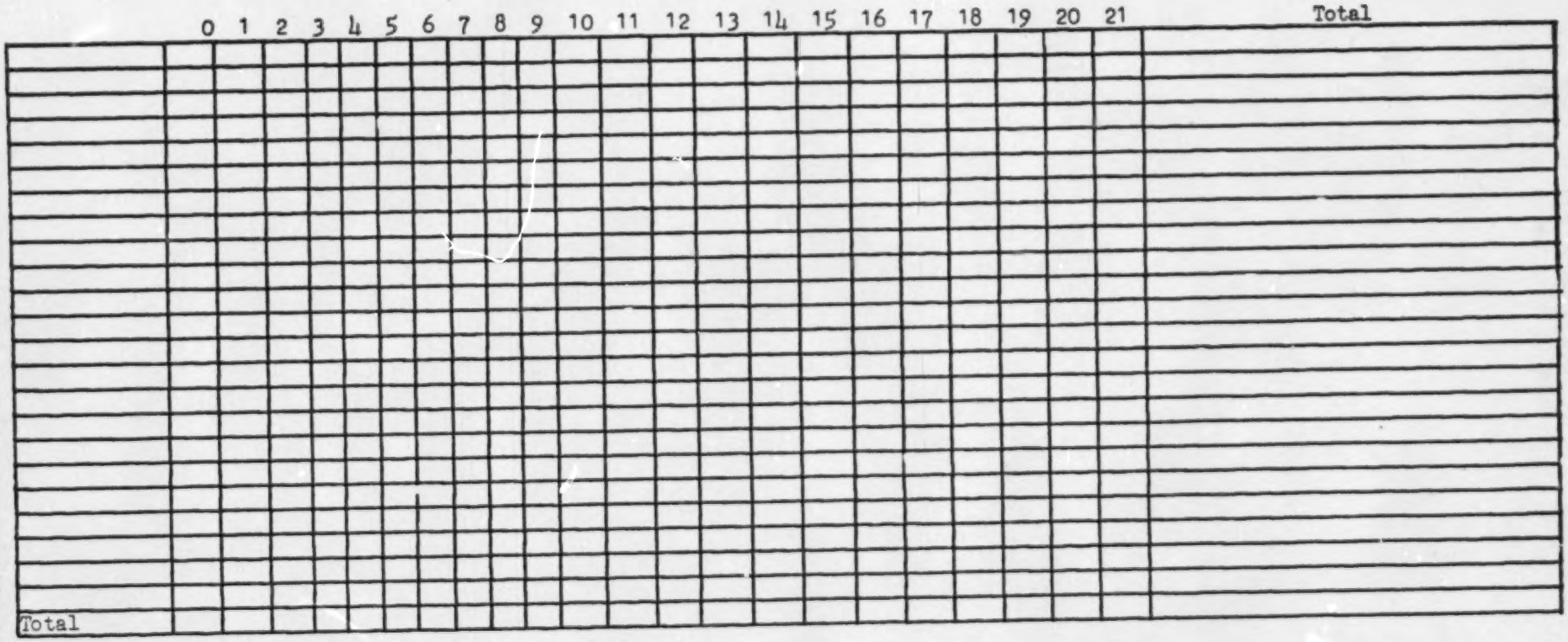
Code: S = Satisfactory Achievement at this Reading Level.
N = Needs Additional Experience with this Skill.

		Comments
Can identify word definitions by using surrounding meaning, examples (incidents are happenings), direct statements and synonyms in apposition (People say the light hovered, or stayed, in one place.)		
Can identify derived forms of base words using the affixes un-, -less, -ful and dis- (example: unlike, countless, skillful, disinterested).		
Can identify cause-effect relationships in an informational article.		
Can identify the main idea of a poem.		
Can identify and discriminate among book review, tall tale and biographical sketch.		
Can identify fact vs. opinion.		
Can identify fairy tale, folk tale, myth and legend.		
Can identify historical fiction, realistic fiction, and autobiography.		
Can identify and discriminate among stories of adventure, fantasy and mystery.		
Can identify examples of flashback (example: It's just like the day six months ago when we moved here to the big city.).		
Can identify the use of humor as a literary style.		
Can identify satire.		
Can use diagrams to answer questions.		
Can use a bar graph to answer questions.		
Can identify author's delineation of characters (example: How did you learn that Trina had brown hair? a) from Trina, b) from Arthur, c) from the author's description)		
Can identify traits of characters in a story (example: unhappy, calm, impatient, curious, lazy, cheerful).		
Can identify motives (reasons for actions) of characters in a story.		

Comments:

SAMPLE CLASS PROFILE AND/OR PPBS RETRIEVAL CHART

SYSTEMS LEVEL PLACEMENT IN READING



Based upon records from end-of-level testing done up to this date.
They have finished these levels.

SAMPLE "REPORT CARD IN REVERSE"

Dear Parents,

Please be kind enough to complete as many of the following details as possible.

Your child's full name_____

Does your child suffer from ill health? yes or no

If you wish you may give brief details_____

_____

It will be of great help to us if you will put an X in the small square you consider best describes your child.

	Always	Usually	Some-times	Seldom	Never
Helps with activities in the home					
Plays happily with other children					
Shows interest in his surroundings					
Keeps himself amused					
Speaks clearly					
Talks freely to strangers					
Good memory for people and places					
Can count up to ten objects					
Dresses himself					
Feeds himself					
Goes to the toilet by himself					
Puts on his own shoes					
Ties his own shoes					
Knows his address					
Knows his phone number					
Knows the basic colors					
Enjoys listening to others read					
Recognizes numbers					
Recognizes letters					

Write any other information which you think will be of help to us when teaching your child.

_____

_____

_____

Please write any special interests that your child has

_____

_____

_____